

The Development and Exploration of Western Music History in Chinese Higher Education from the Perspective of Multicultural Integration



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ABSTRACT: In today's context of deepening globalization, exchanges and integration between different cultures have become an irreversible trend. The field of education, especially higher education, as an important position for cultural inheritance and innovation, is experiencing unprecedented changes and challenges. The history of Western music, as a bridge connecting the past and present, the East and the West, plays a pivotal role in Chinese higher education. This article aims to explore the development and exploration of Western music history in Chinese higher education from the perspective of multicultural integration, with a view to providing reference and inspiration for relevant educators.

KEYWORDS: multicultural integration; history of Western music; Chinese higher education; development

The history of Western music, as a shining pearl in the treasure house of world music culture, not only carries the profound heritage of Western civilization, but also crosses national boundaries with its unique artistic charm and affects global music education and creation. In recent years, with the rapid development of higher education in China and the increasingly frequent international exchanges, the teaching of Western music history has become increasingly prominent in higher education in China. However, in the face of the integration and collision of multiculturalism, how to maintain the traditional advantages of Western music history teaching while integrating elements of China's local music culture to achieve effective dialogue and integration of Chinese and Western music cultures has become a current challenge faced by Western music history teaching. important issue[1].

1. THE STATUS AND SIGNIFICANCE OF WESTERN MUSIC HISTORY IN CHINESE HIGHER EDUCATION

The teaching of Western music history is not only the imparting of knowledge, but also a crosscultural dialogue. It requires students to not only analyze notes and melodies, but also to deeply understand the historical background, social changes, philosophical thoughts and even aesthetic pursuits behind music. This process of in-depth analysis enables them to embrace diverse world cultures with a more open and inclusive attitude in their future study and life.

By studying the history of Western music, students can master knowledge of musical styles, genres, composition techniques, etc., thereby building their own musical aesthetic system. The establishment of this aesthetic system not only helps to improve students' art appreciation ability, but also promotes the development of their innovative and critical thinking to a certain extent. Moreover, by studying the history of Western music, students can more clearly understand the uniqueness and value of Chinese music culture, thereby strengthening their own cultural stance and cultural confidence through comparison and reference [2].

2. CHALLENGES AND PROBLEMS IN TEACHING WESTERN MUSIC HISTORY

2.1 *Limitations of a single cultural perspective*

When describing the history of Western music, if we only start from a Western-centric perspective, it is easy to ignore the potential influence and contribution of other non-Western music cultures on the development of Western music. This selective neglect not only goes against the full picture of historical facts, but also deprives students of valuable opportunities to contact and understand diverse musical cultures, making their musical vision narrow and single. When teaching overemphasizes the superiority and uniqueness of Western music, students may unconsciously develop a contempt or rejection of other music cultures. Moreover, in the context of multicultural integration, this single teaching method is no longer able to meet students' growing diversified learning needs. Teaching links that lack interaction, discussion and practice are not only difficult to stimulate students' interest and enthusiasm for learning, but also cannot effectively cultivate their critical thinking and innovation abilities.

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2.2 Differences in students' musical literacy and cross-cultural abilities

In today's increasingly globalized world, cross-cultural communication has become an indispensable ability. However, students show obvious differences in cross-cultural abilities due to different factors such as their growing environment and educational background. Some students can quickly integrate into the context of Western music culture and understand the history, philosophy and aesthetic pursuits behind it; while other students may feel confused and lost due to cultural barriers. This requires teachers not only to impart music knowledge, but also to guide students across cultural gaps and cultivate their cross-cultural sensitivity and tolerance.

2.3 Uneven distribution of teaching resources and lagging update

In some regions or institutions with superior educational environments, students can enjoy rich music literature, advanced multimedia facilities, and frequent academic exchange opportunities. As a result, their learning experience is enriched and their horizons are infinitely broadened. However, in resource-poor areas, students may have to rely on limited teaching materials and old equipment to explore the history of Western music, which undoubtedly limits the depth and breadth of their exploration. This imbalance not only affects students' learning results, but also exacerbates the challenge of educational equity. Due to limitations in funds, manpower and other factors, many teaching institutions are unable to introduce these fresh blood in a timely manner, resulting in teaching content and methods that appear lagging and conservative. This not only weakens students' interest and motivation in learning, but also limits their pace of moving forward with the times [3].

3. INNOVATIVE STRATEGIES FOR TEACHING WESTERN MUSIC HISTORY FROM THE PERSPECTIVE OF MULTICULTURAL INTEGRATION

3.1 Update of teaching concepts

3.1.1 Emphasize the importance of cross-cultural communication and understanding

Encourage students to step out of their cultural comfort zone and accept and appreciate musical expressions from different cultures with an open mind. Focus on cultivating students' crosscultural communication skills so that they can conduct effective communication and dialogue on the basis of respecting differences. There are a variety of innovative strategies that can be used to reinforce this idea during teaching. For example, by introducing multicultural music cases, students can feel the characteristics and charm of music from different cultures through actual listening and analysis; using modern technological means, such as virtual reality, online interactive platforms, etc., breaking geographical restrictions, allowing students to communicate and share in real time with music lovers around the world. When evaluating students' learning outcomes, we should not only focus on their mastery of musical knowledge and skills, but also pay attention to their performance and growth in cross-cultural communication and understanding. Through this kind of evaluation method, students can be better encouraged to explore, experience, and understand the music world of different cultures, thereby cultivating future talents with international vision and cross-cultural literacy.

3.1.2 Pay attention to the cultivation of students' comprehensive musical literacy

Abandon the "cramming" teaching model in traditional teaching and adopt a more flexible, open and interactive teaching method. Students are encouraged to actively explore and actively participate, and through group discussions, case analysis and other methods, they can deeply explore the intrinsic value of musical works, broaden their musical horizons, and improve their music appreciation abilities. Music is closely connected with literature, history, philosophy, art and other fields and influences each other. By introducing knowledge and perspectives from related disciplines, students can better understand the cultural connotations and the spirit of the times behind musical works, thereby cultivating their comprehensive thinking and innovation abilities [4].

3.2 Optimization of teaching content and system

3.2.1 Integrate multicultural elements and enrich teaching content

Actively explore and introduce musical works and cases that can reflect the integration of multiculturalism, such as American music during the European colonial period. The addition of these contents will make the teaching of Western music history more vivid, three-dimensional, and full of contemporary significance and practical significance. In the process of integrating multicultural elements, simple stacking and random splicing should be avoided. Instead, these elements should be organically integrated with the original teaching content through clever conception and design, forming a teaching system that is both colorful and logically rigorous. . In this way, students can not only improve their knowledge and skills during learning, but also cultivate the ability of cross-cultural communication and understanding in a subtle way.

3.2.2 Build an interdisciplinary teaching system to promote knowledge integration

Interdisciplinary special studies or case studies can be added to the course design, allowing students to experience the collision and integration of knowledge from different disciplines in practical operations. By organizing interdisciplinary teaching seminars, workshops and other activities, we invite experts and scholars from different fields to have face-to-face communication and dialogue with students, and jointly explore the intrinsic connections and interaction mechanisms between music and other disciplines. In the process of building an interdisciplinary teaching system, we focus on cultivating students' comprehensive thinking and innovation

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abilities. Students are encouraged to use multidisciplinary knowledge and methods to analyze and interpret musical works, so as to obtain more comprehensive and profound understanding and insights. Stimulate students' creativity and imagination, encourage them to cross disciplinary boundaries and integrate knowledge and skills from different fields into music creation and research [5].

3.3 Innovation in teaching methods and means

3.3.1 Use interactive methods such as case teaching and discussion teaching

Combine case teaching with discussion teaching to form a teaching model with complementary advantages. For example, when introducing the music style of a certain period, you can first present specific musical works and creative situations through cases, and then guide students to discuss and communicate around the cases. During the discussion, students can be guided to think about issues from multiple perspectives, such as the creative motivations of musical works, social and cultural background, artistic value, etc., thereby deepening their understanding and understanding of musical works and the culture to which they belong.

3.3.2 Use modern teaching methods such as multimedia and network technology

Online teaching platforms can be used to provide students with rich learning resources, such as electronic textbooks, course videos, etc. Students can study and communicate independently anytime and anywhere according to their own interests and needs. Network technology has built a cross-cultural bridge, allowing students from different countries and regions to participate in the study of music history, share each other's cultural insights and music experiences, and promote knowledge sharing and cultural exchanges on a global scale. In order to give full play to the advantages of modern teaching methods such as multimedia and network technology, we should pay attention to the innovation and practice of teaching design. Carefully select multimedia resources that are closely related to the teaching content to ensure that they are of high quality and have accurate information; arrange teaching time reasonably to ensure that students have enough time to think and discuss; strengthen the construction of teacher-student interaction and feedback mechanisms to keep abreast of students' learning. According to the situation and needs, adjust teaching strategies and methods [6].

3.4 Strengthening of practical teaching

3.4.1 Organize field trips, music and cultural exchange activities, etc.

Well-known musicians and scholars at home and abroad can be invited to the school to hold lectures, concerts, etc., providing students with opportunities to communicate face-to-face with masters. Organize students to participate in international music festivals, music competitions and other activities, allowing them to showcase their talents and style on the global stage. In order to ensure the effective implementation of practical teaching, detailed teaching plans and activity plans should be formulated to clarify teaching objectives, content and requirements. Strengthen the construction of teaching staff, improve teachers' professionalism and teaching capabilities, and ensure that they can play a leading role in practical teaching. Establish a sound assessment and evaluation mechanism to provide objective and comprehensive assessment and feedback on students' performance in practical teaching to encourage them to continue to improve and grow.

3.4.2 Encourage students to participate in international music competitions and performances. Strengthen cooperation and exchanges with domestic and foreign music institutions to strive for more competition and performance opportunities for students; establish a complete selection and training mechanism to ensure that the selected students have high musical literacy and competitive level; strengthen the participation and performance of students. Guidance and support for performances, providing them with necessary financial, equipment, psychological and other help and guarantees [7].

4. LOOKING FORWARD TO THE FUTURE DEVELOPMENT TRENDS AND DIRECTIONS OF WESTERN MUSIC HISTORY TEACHING

As the boundaries of the disciplines become increasingly blurred, music history teaching will no longer be limited to a single field of music, but will actively seek intersection and integration with history, philosophy, literature, art and even sociology, anthropology and other disciplines. This interdisciplinary teaching model will help students examine the development of Western music history from a broader perspective, understand the social and cultural context behind musical works, and then deepen their knowledge and understanding of the nature of music.

Today, when individual differences are respected and students are taught in accordance with their aptitude, Western music history teaching will pay more attention to students' individual needs and development. By building a diversified evaluation system and feedback mechanism, teachers will be able to more accurately understand students' learning situations and interests, and then provide them with targeted guidance and help [8].

5. CONCLUSION

In the fertile soil of China's higher education, the teaching of Western music history has made remarkable achievements, cultivating a large number of musical talents with an international perspective and solid professional qualities. However, in the face of a rapidly

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changing world landscape and an increasingly diverse cultural ecology, continuous exploration and innovation are still needed to adapt to the new requirements for music education in the new era. In the future, it is expected that the teaching of Western music history can continue to deepen the integration with local culture, explore the commonalities between Chinese and Western music cultures, and promote the mutual learning and common development of the two cultures. In short, the development prospects of Western music history teaching from the perspective of multicultural integration in Chinese higher education are broad and full of challenges. I firmly believe that with the joint efforts of all music educators, the teaching of Western music history will be able to radiate new vitality and vitality in inheritance and innovation, and make greater contributions to promoting the prosperity and development of music culture in China and even the world.

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